

# Religious Education

## Autumn Term



Intent,  
Implementation,  
Impact

# Year 1

**Year 1 - What gifts would people in Rugeley have given if Jesus was born today?**

## **1. What is a special gift?**

<b>Intent</b>	Children will learn what a special gift is and it's significance to the Christmas story.
<b>Implementation</b>	Identify a range of special gifts. Children to bring in and share a special gift from home and share with the class. Discuss why gifts are so special. Write a gift tag to attach to a special gift explaining why it is special. Discuss with the children when we receive gifts and how they make us feel. Introduce the Christmas Story.

## **2. Why was Jesus given gold, frankincense and myrrh?**

<b>Intent</b>	Children will learn about the different gifts that were given to Jesus and begin to understand the symbolism
<b>Implementation</b>	Show the children a range of gifts that may be given to a baby as a present. Show the children the gift of gold frankincense and myrrh that were given by the 3 Kings. Discuss if these were meaningful for a baby. Explain what they represented.

## **3. Who visited the baby Jesus?**

<b>Intent</b>	Children to understand who visited they baby Jesus
<b>Implementation</b>	Discuss the Christmas story with the children. Identify the people who visited Jesus in the stable.

## **4. What present would Rugeley give Jesus? What present would you give Jesus?**

<b>Intent</b>	Children to decide on a gift that the people of Rugeley might have given to Jesus and to identify why it would be significant.
<b>Implementation</b>	Share a basket with the children containing the gifts given to Jesus and an empty gift-wrapped box. Discus what people of Rugeley would give to Jesus? Does it always have to be something you buy?

<b>Impact</b>	<p><b><u>What gifts would people in Rugeley have given if Jesus was born today?</u></b></p> <p><b><u>Success criteria:</u></b></p> <p>Name the first three gifts given to Baby Jesus.</p> <p>Explain why Jesus was given gold frankincense and myrrh.</p> <p>Name the people who visited the baby Jesus.</p> <p>Understand that most Christians believe Jesus was a gift from God.</p>
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# Year 2

## CHRISTIANITY - WHY DO CHRISTIANS BELIEVE THAT GOD GAVE JESUS TO THE WORLD?

### 1. Does/do the world/people need to be saved/rescued?

Intent

Children will learn to reflect on the Christmas story and the reasons for Jesus' birth.

Implementation

Identify problems in the world, using pictures from the book 'George saves the world by lunchtime and other examples. Identify who has caused these problems. Discuss the Christian belief that God sent Jesus to the world to save/help the world and they look forward to Christmas as a time of his birth. Christmas story.

### 2. How can showing love to people save/rescue them?

Intent

Children will know that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would be a better place.

Implementation

Investigate and reflect upon examples of Jesus showing love and kindness.

### 3. How do I show love to the world?

Intent

Children will express self-awareness of how they show their love to the world.

Implementation

Children will demonstrate in written form how they show love to the world by using their knowledge of how God wanted Jesus to save/help the world, not by himself, but by teaching others.

Impact

## WHY DO CHRISTIANS BELIEVE THAT GOD GAVE JESUS TO THE WORLD?

### Success criteria:

know the Christmas story and the reasons for Jesus' birth.

to identify what God's plan was and appreciate that Christians believe Jesus came to teach everybody to love one another and be kind to each other.

develop an understanding of the part they play in this plan.

# Year 3

A Religious Education study into Christianity:  
Has Christmas lost its true meaning?

## 1. What is the true meaning of Christmas?

**Intent** Children will make links between the nativity story; Christian belief and the way Christmas is celebrated.

**Implementation** Recall the nativity story and how this links to Christian belief.  
Investigation into a traditional Christmas.

## 2. How is the true meaning different to the modern one?

**Intent** Children will explain how Christmas is about giving and receiving and what difference they could make to the world.

**Implementation** A comparison study into different versions of a modern Christmas.  
Discussion about each person's individual gift to the world.

**Impact** **What is the true meaning of Christmas?**  
Success criteria:  
understanding of the beliefs of Christians surrounding Christmas.  
to discuss whether sacred texts have to be true to help people connect with their religion.  
to demonstrate an understanding of the influence and inspiration of religion in everyone's life.

# Year 4

## RE - What is the most important part of the Christmas story?

1.

Intent

What are the symbols of Christmas?

Implementation

Children record the meaning of the symbols from the Christmas story.

2.

Intent

What does Christmas mean to Christians?

Implementation

Children design a decoration which symbolises what Christmas means to Christians.

Impact

What is the most important part of the Christmas story?

**Success criteria:**

Children can identify the symbols of Christmas,

Understand what they represent

Also what they mean to Christians.

# Year 5

## Year 5 - RE - Is the Christmas Story True?

### **1. Why are there different versions of the Christmas Story?**

<b>Intent</b>	To understand that there are different version of the Christmas story and that we known a mix of them both.
<b>Implementation</b>	Look at the different versions from the Bible, video and reading, and sort the well-known aspects of the story into whether it comes from Luke or Matthew's recount. Relate this to the story that we know and discuss whether the specific details (eg. date) need to be 'true'.

### **2. Was Jesus the incarnation of God?**

<b>Intent</b>	To understand the term incarnation and the belief that Jesus was not just the son of God but God's presence on Earth.
<b>Implementation</b>	Look at the term 'incarnation' and what it means. Talk about whether it matters if Christians believe that Jesus was God's son or his physical representation earth.

### **3. Is the Christmas Story true?**

<b>Intent</b>	To be able to discuss whether they believe that the Christmas story is true and the impact upon Christians of their opinion.
<b>Implementation</b>	Classroom discussion about the concept of 'true' and their opinion, using the evidence, on whether they believe it is real and discuss how their opinion impacts Christians.
<b>Impact</b>	<b>To explain how 'true' could mean different things to different people and how stories can be true in different ways.</b> <b>To explain the Christian belief that Jesus was the incarnation of God.</b> <b>To express an opinion on whether the Christmas story is true and what this might mean to Christians.</b>

# Year 6

## Year 6 RE

### Is Christianity still strong after 2000 years?

#### 1. Do festivals and symbols show that Christianity is still a strong religion?

<b>Intent</b>	Children will examine the influences Christianity still has in the world and to evaluate whether it is a strong religion.
<b>Implementation</b>	Children will sort Christian festivals and symbols establishing what symbols/ objects are associated with each festival. Children to identify the symbols and where we might see them in everyday life.
<b>2. Where else in British society do you see the influence of Christianity?</b>	
<b>Intent</b>	Children will learn about different places people in society are influenced by Christianity.
<b>Implementation</b>	Explore different ways or places where you are influenced by Christianity and compare this with the ten commandments. people taking oath in court by swearing on the bible, national anthem, no death penalty in this country.
<b>Impact</b>	<p>Children will be able to identify a variety of Christian festivals and symbols and their meanings. They will be able to identify where in society the symbols are used and how Christianity influences our lives even when people do not realise.</p> <p>Children will be able to say whether they believe Christianity is a strong religion now and give reasons for their opinion.</p>

# Religious Education Spring Term



Intent,  
Implementation,  
Impact

Year 1 Spring 2 - Religious Education - Why was Jesus welcomed as a celebrity?

**Who are special people and how do we welcome special visitors?**

<b>Intent</b>	To identify who exactly a special person is and why they are special.
<b>Implementation</b>	Children to watch clips of the way special people are welcomed and how they would feel if they were to be welcomed that way. Discuss who is important to them and why. Who would they welcome in a special way and why?

**Was Jesus welcomed to Jerusalem as a King, celebrity, poor man or just another person?**

<b>Intent</b>	To identify that Jesus was a special person to Christians
<b>Implementation</b>	Listen to the Easter story up to Palm Sunday. Children will discuss how Jesus was welcomed into Jerusalem.

**Why did the people of Jerusalem wave palm leaves?**

<b>Intent</b>	To draw similarities and differences between Jesus and royal/celebrity visits
<b>Implementation</b>	Children to watch excerpts from Jesus of Nazareth and clips of modern day Jerusalem to show that it is a real place. Explain that palm leaves were waved as they were easily available. Children make a palm leaf, annotating them with words to describe how they would welcome Jesus. Re-enact Jesus entering Jerusalem. Learn a palm Sunday hymn.

**How would Christians welcome Jesus today?**

<b>Intent</b>	To identify that Jesus is special because he is the son of God
<b>Implementation</b>	Children to draw and label Jesus arriving in Rugeley. How would people welcome him and why.

**Who would you welcome in a special way?**

<b>Intent</b>	To understand the reason that people are special and the ways in which they would be welcomed.
<b>Implementation</b>	Draw a picture of someone that the children would welcome in a special way. Explain why this person would be welcomed in this way.

<b>Impact</b>	<p><u>Why was Jesus welcomed as a celebrity?</u> Success criteria:</p> <p>Explain why they admire a particular person. To identify that Jesus is special to Christians and explain why. To retell parts of the Easter story.</p>
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Year 2 - Spring 2

**CHRISTIANITY - JESUS CAME BACK FROM DEATH (CRUCIFIXION) IS IT IM-PORTANT?**

How can we find out if Jesus did come back to life?

<b>Intent</b>	Children will learn to reflect on the Easter story and the reasons for Jesus' crucifixion.
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<b>Implementation</b>	Analyse stories of resurrection appearances in the Bible. Easter story.
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What does Jesus' resurrection mean for Christians?

<b>Intent</b>	To know how important it is for Christians to believe that Jesus came back to life after His crucifixion.
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<b>Implementation</b>	Identify what Christians believed happened to Jesus and why.
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<b>Impact</b>	<b><u>SO, JESUS CAME BACK FROM DEATH (CRUCIFIXION) IS IT IM-PORTANT?</u></b> <b><u>Success criteria:</u></b> Children will know the Easter story. They will understand what Jesus' resurrection means for Christians.
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Year 3 A Religious Education study into Christianity: What is 'good' about Good Friday?

**1. When is Good Friday?**

<b>Intent</b>	Children will learn to sequence the main events in the Easter story.
<b>Implementation</b>	Sequencing task involving Palm Sunday, Maundy Thursday, Good Friday etc

**2. What happened on Good Friday?**

<b>Intent</b>	Children will make links between the Easter story; Christian belief and the way Easter is celebrated.
<b>Implementation</b>	Recall the Easter story and how this links to Christian belief. Identify related symbols and how they connect to the Easter story e.g. cross

**3. What is 'good' about Good Friday?**

<b>Intent</b>	Children will understand what Christians believe about why Jesus sacrificed himself and how that would be 'good'.
<b>Implementation</b>	Children will make links between the story of Jesus's sacrifice and people who have made sacrifices for them using class discussion. Children will reflect on whether they agree with Christians beliefs about why Jesus died and express their own thoughts and opinions on whether that can be seen as good.

<b>Impact</b>	<p><b><u>So, what is 'good' about Good Friday?</u></b></p> <p><b><u>Success criteria:</u></b></p> <p>understanding the beliefs of Christians surrounding Easter. To discuss whether sacred texts have to be true to help people connect with their religion. To demonstrate an understanding of the influence and inspiration of religion in everyone's life.</p>
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Year 4 RE: EASTER - Is forgiveness always possible for Christians?

1.

Intent

Did Jesus have enemies?

Implementation

Children retell the story of when Jesus was betrayed.

2.

Intent

Did Jesus forgive?

Implementation

Discuss Jesus' response- did he forgive them?

Impact

Children understand what forgiveness is. They gain an understanding of why Jesus forgave and know why Christians believe in forgiveness.

## Year 5 - RE - Did God want Jesus to die?

### **1. Why do some people have more sense of purpose than others?**

<b>Intent</b>	To understand that everyone has control over their own lives, some areas more than others. To understand that some people have a strong sense of purpose or destiny.
<b>Implementation</b>	Order events in their own life from things that they have a high degree of control over (eg. their behaviour) to things that they have a low degree of control over (eg. coming to school). Research some key influential figures (Gandhi, Martin Luther King, The Queen, Bill Gates) and decide whether they think that they have a strong sense of purpose (their actions have resulted in the reason they are famous) or it was pre-destined (uncontrolled by them).

### **2. What are the key events in the lead up to Jesus' crucifixion?**

<b>Intent</b>	To understand the key events that happened in the week leading up to Jesus' death and who was involved.
<b>Implementation</b>	Look at each event in Holy Week (Palm Sunday, Jesus teaching in the Temple, Last Supper, bread and wine, Judas' betrayal, Peter's denial, arrest, trial, crucifixion & burial) and order them into a timeline.

### **3. Was Jesus aware of God's plan for Him to die?**

<b>Intent</b>	To be able to discuss whether they believe that each event in Holy Week was part of God's plan or something that couldn't be controlled.
<b>Implementation</b>	Look at evidence from the Bible for each event and decide whether they believe it was part of God's plan or whether it was purely a consequence of events that had happened in the week.
<b>Impact</b>	<b><u>So, did God want Jesus to Die?</u></b> <b><u>Success criteria:</u></b> To start to express an opinion about Jesus' crucifixion being his destiny/purpose. To start to explain whether God intended Jesus to be crucified or whether His crucifixion was the result of the events of Holy Week. To give an example of someone with a strong sense of purpose for their life and give an opinion on this.

Year 6 RE  
How do Christians look after the environment?

**Which stories from the gospels show Christians looking after their environment?**

<b>Intent</b>	To understand what the gospels are and key morals within each story.
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<b>Implementation</b>	To read stories from each gospel and understand the meaning of each story.
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**If Christianity is motivating people to do good in the world, how is this shown?**

<b>Intent</b>	Children will be able to identify different Christian charities and the work they do to look after the environment.
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<b>Implementation</b>	Children research Christian charities doing good work to alleviate poverty etc. (CAFOD? Christian Aid, TraidCraft, Salvation Army) and discuss the impact of having these charities.
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<b>Impact</b>	<p><b><u>How do Christians look after the environment?</u></b></p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"><li>Children will understand the key teachings from the gospels.</li><li>They will know the charities associated with Christians and the work.</li><li>They will understand how Christians beliefs support the environment and the wider world.</li></ul>
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